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Comp 1 – Dr. Sherry

In my foundation to college writing we have learned how to accomplish a set of goals that we once did not know how to fulfill or did not know that we were fulfilling them. While doing my project on Coco Chanel I have learned how to accomplish and recognize these certain goals. I provided certain examples that show that I can fulfill theses certain goals.

1. **Students will be able to compose for a particular audience or purpose.**

The first goal taught us how to compose certain works of writing for a particular audience. Prior to starting my Coco Chanel project I had to interview a person who was a professional in my desired major. For this, I made an essay on an interview that I had with my sister and her teaching career at a charter school. When I composed the overall essay, I made it appealing to others who are interested in the education field, and to people who would like to know what kind of writings an education major do on the daily basis. I made sure to use jargon that education majors will come across in their careers, for example, I stated *“The letters that she sends to her students guardians and the IEP’s are formal and informing the parents of their child’s behavior or developmental progress”;* IEP is a plan for students with developmental problems. Someone who is an education major would know what the abbreviation means. By doing this, I am making my audience specifically to education majors or people who are interested in education.

1. **Students will be able to compose using language and conventions appropriate to the genre.**

It was very hard for me to accomplish how to use language and conventions according to a certain genre. My project was about Coco Chanel, a French lady who lived during the 20th century. When I composed my diary entry the audience was herself so I tried to make it very emotional and personal. I accomplished this by using first person words and very descriptive words such as *“I still cry at night. Sometimes I wish everything can go back to normal”.* I had to almost role play and pretend that I was her. As I was writing the diary entry I asked myself questions like how would I feel if I was at a convent? My father left me and my mother past away, how did I feel? Did I miss my brothers? I tried to pretend like I was the one writing in my journal. For a while I did have writers block until I tried this strategy.

**C. Students will be able to read, select and use evidence critically to formulate and support arguments.**

We were also taught how to read and select certain information from research and use it to make a valid argument. I learned how to accomplish this goal through our weekly literature group discussions. Every meeting, I would take notes of passages that I thought were most important. For example, *“pg.34 Kristina gets raped by Brenden after getting high on crank, after he drops her off and makes her pay for the drugs; this is important part because it shows an ugly side to what drugs can lead to and it shows that the last purity she thought she had was taken away”.* I am summarizing an important passage but also making a note of why it was important. By doing this, I will make it easier for me to know what was the important parts of the book instead of going back to the book and trying to find it. It will also make it easier to compare and contrast with other passages that might not be as important to the argument that I will be trying to discuss in my essay.

**D. Students will be able to interpret and compose in a variety of media and print/non-print genres.**

During this project we had to compose a set of genres. Some of these genres included newspaper articles, interviews, obituaries, pictures with description and etc. We had a choice of four of our own and a Professional Genre that was mandatory for everyone to do. Not all the genres were easy, and my professor acknowledged that. So, every Wednesday Dr. Sherry would take time to do something he calls *smart moves*. This was his way to show us other work from our peers. It helped people who had questions or who were stuck on how to do their work. For every Wednesday I would be sure to bring any questions about any work that I had. One day he dedicated it too strictly about the professional genre, and, I asked questions about the formatting, citing, specifically about my problem statement and the length of the paper. After the class I understood how to compose the paper and his requirements. It was good was to come prepared with questions because it helped with any work that I was having trouble in or simply needed help with.

**E. Students will be able to discuss and apply appropriate writing processes both individually and in collaborative contexts.**

As the class completed parts of the final project, we had to conduct a peer review which lets classmates positively criticize each other’s work and give feedback. To every peer review I would have questions prepared that I would like for my classmates to answer to better my genres. Specifically, when I brought my newspaper genre, I asked how to better the appearance and how could I make it sound more like newspaper language. For example, I went from no heading to “The Modern Woman” and I changed the formatting. My first draft was just a picture and a two column paragraph at the bottom, and once I changed it, I broke it up to a big paragraph and put another long side column on the side separated by lines. Once they gave me positive feedback I used that and changed my newspaper genre according to what they had said. I noticed that all their feedback only made my genre that much more appealing and it also made it stronger in the appearance as looking like a newspaper.